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Documents contained in this bibliography were submitted by the AIR (Association of Institutional Research) members as significant source materials. General categories are as follows--(1) goals and long-range planning, (2) administration and faculty, (3) curriculum and instruction, (4) space utilization and scheduling, (5) student characteristics, (6) recruitment and admissions, (7) prediction and academic performance, (8) perception of the college environment, (9) retention, attrition, and transfer, and (10) miscellaneous. Entries range from state-wide master plans for higher education and a comprehensive national survey of educational research to brief statistical summaries of specific data. (BH)

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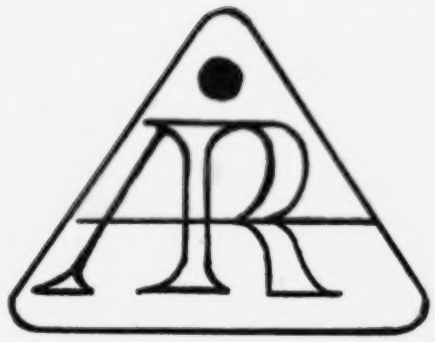
# An Annotated Bibliography of Institutional Research

1966-67




EF 001590

Cameron Fincher, Editor

# AN

# ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

# 1966-67

Cameron Fincher
Editor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

1967

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# FOREWORD

This annotated bibliography of institutional research has been requested by the publications committee of the Association for Institutional Research. Each member of AIR was requested to submit institutional studies completed within the past year for inclusion in the bibliography. To be included in the bibliography, the studies were required to: (1) be of general interest to members of AIR, (2) be available to members who might want a copy, and (3) have a brief summary or annotation limited to 50 words.

It will be evident that the criteria for inclusion have not been applied too rigidly. Many readers may question the "general interest" of some items, and all will quickly observe that it has not been possible to hold every annotation to 50 words. Despite the inadvertent omission of one or two items, an effort has been made to include all studies submitted. And in hopes of making the bibliography as meaningful as possible, the annotations have not been shortened needlessly. It was necessary, however, to edit the annotations and in one or two cases, there has been some risk of offending the author(s).

A more likely source of dissatisfaction will be the categories by which the studies have been classified. It was thought, nonetheless, that because of the great diversity of items submitted the categories should be general rather than specific and as few in number as possible. While many of the entries could easily be classified in two or more categories, no cross references have been made. The bibliography is brief enough for users to skim all items, and the author's index will provide reference to the work of individuals. In preparing the author's index, reference has been made to the number of the entry and not to the page on which the entry is made. For the table of contents, reference to each category has been made by both page number and the number of the first entry in that category.

Where no mention of cost is made, it may be assumed that a single copy of the study is available free. Some studies are of limited supply and this has been noted. Other studies are available on loan only and are so indicated. In at least one case it was requested that the purchase price accompany the order, but it may be suggested that, if possible, this be done in all cases where there is a cost.

Taking advantage of an editor's prerogative, a bit of speculation may be offered concerning the status of institutional research as reflected in the bibliography. The most obvious impression is the great diversity of studies. Entries range from state-wide master plans for higher education and a comprehensive national survey of educational research to brief statistical summaries of specific data. Descriptive data on entering freshmen range from an extensive national survey of representative institutions of higher education to several limited profiles in small colleges.

Although most of the studies are descriptive in nature, there are many studies displaying the skills of analysis and interpretation that must be developed for sound institutional research. It is encouraging to note the number of studies in which experimental controls were used. If these studies reflect a trend toward better use of experimental methodology in institutional research, the maturity of institutional research as a discipline is gaining momentum.

Potential uses of the bibliography are numerous. Although not exhaustive, the bibliography should provide a representative sample of the work in institutional research in 1966. It should be helpful to newcomers to the field in introducing them to the nature of institutional research and by providing cues for studies in their own institution. For those already engaged in institutional research, the bibliography should give something of an overview in areas of research not identical with their own. If other annotated bibliographies should prove feasible in the future, they should reflect the development of work in institutional research and suggest leads for further research.

In closing, I should like to thank each author who took the time to prepare and submit entries for the bibliography. Considering that no effort was made to follow up the initial request, the response has been most gratifying. Interest in the bibliography is further reflected by the fact that many members of AIR wrote to inform me that they had no studies to report at the present time. Finally, a word of appreciation is due Stanley Rhodes, research assistant, who checked the editorial changes and proofed the entries, and to Mrs. Mary Snyder who typed the final copy of the bibliography.

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University of Georgia

AN

# ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1966-67

## GOALS AND LONG RANGE-PLANNING

1. Astin, Alexander W., and Robert J. Panos. A National Research Data Bank for Higher Education, Office of Research, American Council on Education, 1785 Massachusetts Avenue, Washington, D.C., 1966, 13 p.

   Presents a plan for a broad program of continuing longitudinal studies of the American higher educational system which would be based primarily on a comprehensive file of information from a representative sample of colleges and universities. The file would contain longitudinal data on students, faculty, finances, curriculum, and administrative practices. The file would serve four basic purposes: research, information, monitoring, and training.

2. Astin, Alexander W., Robert J. Panos, and John A. Creager. A Program of Longitudinal Research on the Higher Educational System, Office of Research, American Council on Education, 1785 Massachusetts Avenue, Washington, D.C., 1966, 42 p.

   Presents a plan for a comprehensive file of information updated annually from a representative sample of institutions of higher education. It is expected that the data files will be used as a research tool by other educational organizations and individuals concerned with higher education. The standardization and resulting comparability of data and the flexible nature of the research program should make it possible for agencies involved in massive data collection to move more rapidly toward coordination of their activities with other agencies performing similar functions.

3. Brumbaugh, A. J. Establishing New Senior Colleges, SREB Research Monograph No. 12, Southern Regional Education Board, 130 Sixth Street, Atlanta, Ga., 1966, 103 p., $1.00 (single copies free within SREB states)

   An examination of the problems to be considered in planning for the establishment of new colleges at the academic level of traditional four-year colleges. Based on a review of recent literature and data in addition to unpublished information from a limited number of newly established institutions.

4. Coffelt, John J., Dan S. Hobbs, and A. J. Brumbaugh. Goals for Oklahoma Higher Education, Oklahoma State Regents for Higher Education, Box 53383, State Capitol Station, Oklahoma City, Okla., 1966, 60 p. (available in limited quantity)

   This report on goals for higher education in Oklahoma contains the findings, conclusions, and the recommendations that have emerged from the study of Problem Area No. 1, "Functions and Goals of Oklahoma Higher Education," of the State Regents' Self-Study of Higher Education in Oklahoma. Sets forth the goals toward which colleges and universities within the State should strive during the next ten to twenty years. Also suggests functions that institutions should perform as the State System seeks to achieve these goals.

5. Fincher, Cameron. Planning in Higher Education, Institute of Higher Education, University of Georgia, Athens, Ga., 1966, 15 p., 50¢

   Critically discusses the limitations, issues, conflicts, and fallacies involved in state-wide planning for higher education. Stresses the need for a better understanding of planning as a process and the role of planning specialists in commission studies and reports. Also delineates some of the criteria apparently used in assigning priorities for development in higher education and suggests some ways in which state-wide planning can be improved.

6. Froehlich, G.J., with the assistance of J.E. Terwilliger and L.E. Grant. Enrollment in Institutions of Higher Learning in the State of Illinois (Fall, 66), Bureau of Institutional Research, University of Illinois, 1011 West Springfield Avenue, Urbana, Illinois, 1966, 84 p.

   Enrollment data are shown separately for each of the 121 different institutions of higher learning in the State of Illinois for the years 1951 through 1966. Summaries are shown by type of school, by type of support, and by geographical region. Fourteen pages of definitions, analyses,and comments accompany the data.

7. Knoell, Dorothy M. Toward Educational Opportunity for All, Office of University Dean for Two-Year Colleges, State University of New York, Thurlow Terrace, Albany, New York, 1966, 220 p., $2.00

   Summary report of planning, research, and background papers for the Urban College Study: an assessment of the unmet needs of New York State urban disadvantaged youth (and others) for education beyond the high school, with implications for community college programming.

8. Koski, Robert W., and Steven T. Takaki. Comparative Enrollment Study, Long Range Planning Office, 425 Administration Building, University of Washington, Seattle, Washington, 1966, 13 p., (limited quantity)

   A comparative enrollment study of selected larger colleges and universities in the United States. Includes comparable student enrollment statistics at selected single campuses and at selected main campuses of multi-campus institutions for years 1958, 1960, 1962, and 1964. Data are for a single campus as a single physical unit rather than a single university or college as a single administrative unit. Included is graduate student proportion of enrollment at these single campuses.

9. Martin, Edmund C., and Charles E. Hopkins. Investment and Implementation, Georgia Educational Improvement Council, 705 Hartford Building, 100 Edgewood Avenue, Atlanta, Ga., 1966, 36 p.

   A status study of recommendations of the 1963 Governor's Commission to improve education. The study is a "score-card" of the commission's recommendations and a long-range look at all levels of education in Georgia. Each recommendation is analyzed as to action taken toward implementation of the recommendation.

10. A Master Plan for Higher Education in Illinois - Phase II, Extending Educational Opportunity, Illinois Board of Higher Education, 104 St. George Building, 300 E. Monroe Street, Springfield, Ill., 1966, 68 p.

    As a sequel to the 1964 Master Plan, Phase II represents the Board's blueprint for extension of educational opportunity in Illinois. It proposes new senior higher institutions, expansion of the state scholarship program, studies of experimental programs to increase higher education resources, and the creation of a new governing system.

11. Report: Higher Education in Arkansas, Commission on Coordination of Higher Educational Finance, 401 National Old Line Building, Little Rock, Arkansas, 1966, 64 p.

    A brief report giving historical information about all State-supported institutions of higher education in Arkansas and present status of programs. Projections of program plans, by institution, are indicated for the next ten years and the recommendations of the CCHEF giving some direction to the planning of higher education in Arkansas are included.

12. Survey of Enrollment Ceilings, Building Plans, and Enrollment Capacities, Illinois Board of Higher Education, 104 St. George Building, 300 E. Monroe Street, Springfield, Illinois, 1966, 39 p. (limited quantity)

    This survey utilized a questionnaire supplemented by workshops and personal contacts to obtain projections from eighty-three institutions of higher education in Illinois. The survey report contains projections for individual institutions and for five segments of higher education (public universities, public junior colleges, nonpublic universities, nonpublic colleges, and nonpublic junior colleges).

13. A Ten-Year Plan for the Development of Edison Junior College, Research Office, Edison Junior College, Fort Myers, Fla., 1967, 80 p., 50¢ (final version available July, 1967)

    In 1962, Southern Methodist University embarked on a "planning year" in an effort to involve faculty, students, and community as well as the university administration in long-range planning. The organization and procedure used by SMU was adapted for application to a small junior college in a rapidly expanding area; the report gives the results of planning by sixteen faculty, community, and student committees. In addition to the ten-year plan itself, information on the methods and procedures employed in its development is available upon request.

14. Thomas, Walter L. Self-Study of Spring Arbor College, Office of Institutional Studies, Spring Arbor College, Spring Arbor, Mich., 1967, 200 p., $4.00

    Report has two parts: (1) a general self study, (2) educational research reports (including Project Talent - admissions study; Project Climate - campus characteristics study; Project Clap - general education outcomes study, and Project Impact - study of graduating seniors).

## ADMINISTRATION AND FACULTY

15. Astin, Alexander W. Research Findings on the Academic Administration Internship Program, Office of Research, American Council on Education, 1785 Massachusetts Avenue, Washington, D.C., 1966, 10 p.

    This study describes some of the characteristics of the candidates nominated for the first year of the ACE's Internship Program for Fellows in Academic Administration, and identifies some of the factors that influence the final selection of Fellows.

16. Astin, Alexander W., and Calvin B.T. Lee. Current Practices in the Evaluation and Training of College Teachers, Office of Research, American Council on Education, 1785 Massachusetts Avenue, Washington, D.C., 1966, 13 p.

    The purpose of this survey is to ascertain current techniques for the evaluation of undergraduate instruction. Its major purposes are: first, to provide an empirical basis for a critical appraisal of current practices, and, second, to serve as a point of departure from which proposals for improving existing techniques could be developed. This report presents a detailed analysis of the major results of this survey.

17. Bolin, John G., and John W. Muir. Merit Rating for Salary Increases and Promotions, Institute of Higher Education, University of Georgia, Athens, Ga., 1966, 34 p., 50¢

    Merit rating for pay and promotion is a major issue facing junior college administrators. Since there are no universal patterns to follow, many administrators have engaged their faculties in developing a comprehensive evaluation system utilizing a multi-rating approach. Ultimately, the internal development will help improve accuracy of recognizing and rewarding outstanding service.

18. Coffelt, John J. College and University Salaries in Ten Mid-Western States, 1965-66, Oklahoma State Regents for Higher Education, Box 53383, State Capitol Station, Oklahoma City, Okla., 1966, 11 p.

    This report analyzes salaries paid full-time faculty in ten mid-western states based on questionnaire responses from 90 institutions. Data include salary analyses by academic rank and by type of institution. Also included are data on student-faculty ratios.

19. Coffelt, John J. Faculty Teaching Loads and Student-Credit-Hour Costs in the Oklahoma State System of Higher Education, 1964-65, Oklahoma State Regents for Higher Education, Box 53383, State Capitol Station, Oklahoma City, Okla., 1966, 109 p.

    This report is the fourth annual study of faculty teaching loads and student-credit-hour cost at institutions in the Oklahoma State System of Higher Education. It is designed to serve two purposes: (1) to provide the State Regents with faculty load and educational program data that are helpful in state-wide planning and coordination; and (2) to provide governing boards, college administrators and faculties with objective data of value in assessing the general efficiency of institutional operation, planning future expansion of programs, and determining staffing pattern needs.

20. Comparison of Administrative and Teaching Salaries in Arkansas Colleges and the University with Those of Contiguous States, Arkansas Commission on Coordination of Higher Educational Finance, 401 National Old Line Building, Little Rock, Ark.,1966, 6 p.

    This survey reports average budgeted teaching salaries and selected top administrative salaries for Fall of 1966. These salaries are also reported by states and by range within each state. Also included are salaries for medical school instructors. States included are Arkansas, Mississippi, Louisiana, Oklahoma, Texas, Missouri, and Tennessee.

21. Creager, John A. Evaluation and Selection in the 1966-67 Academic Administration Internship Program, Office of Research, American Council on Education, 1785 Massachusetts Avenue, Washington, D.C., 1966, 26 p.

    This study, which is an analysis of the candidates and selection procedures in the second year of the Internship Program for Fellows in Academic Administration sponsored by the American Council on Education, attempts to replicate and elaborate results from the analysis of the first year's program (Astin, No.15). This study is concerned with characterizing the participating institutions, the nominated candidates, and the non-administratively oriented controls, and with the evaluation and selection of the candidates.

22. Good, Carter V., and Kenneth B. Settle. All-University Committee Appointments at the University of Cincinnati, 1962-1966, Office of Institutional Research, University of Cincinnati, Cincinnati, Ohio, 1966, 4 p.

    Seventy-eight per cent of the committee service was rendered by full professors and administrative officers, 15 per cent associate professors, and 5 per cent assistant professors. Since the academic and intellectual development of a university depends on the quality and performance of its staff, the professional growth of associate professors and assistant professors may well be encouraged by more active involvement in the academic affairs of the institution. Full professors and administrative officers with a variety of duties of organization and coordination should welcome increased involvement of younger staff members of ability and promise.

23. Good, Carter V., and Kenneth B. Settle. Analysis of Faculty Tenure Appointments, University of Cincinnati, 1962-66, Office of Institutional Research, University of Cincinnati, Cincinnati, Ohio, 1966, 9 p.

    Indefinite tenure during the five-year period was granted to 107 staff members at Cincinnati at the rank of professor, associate professor, or assistant professor. Trends as to the period of time served before receiving tenure were as follows: 31 assistant professors, four or more years; 32 associate professors, 2-6 years. Twenty-three professors were granted tenure with their initial appointment.

24. Heetderks, John A. Faculty Projection Model, Office of Institutional Research, University of Wisconsin, Milwaukee, Wis., 1967, 20 p.

    This model is aimed at projecting the need for instructional faculty. Faculty are expressed in full-time-equivalents. Variables included in the model were: student projections, program requirements, service instruction, variations of students, class size, average faculty credit loads, degree programs, payrolls,and registrar class lists. The model was formulated, applied,and validated on the basis of existing data available within the institution. Involvement of the academic areas was solicited wherein program change or expansion was contemplated. Although the model was generated with special institutional use in mind, it would appear its application could be general.

25. Horle, Reid F. Legal Implications of Admissions Denial at Public Supported Four-Year Institutions of Higher Education, Coe Library, University of Wyoming, Laramie, Wyo., 1967, 176 p., (available on loan only)

    This study is an investigation of the legal implications involved with admissions denial in public supported four-year institutions of higher education. A survey instrument was devised and submitted to a pilot group for evaluation before being mailed to the population consisting of the admissions personnel of the 379 public supported four-year institutions in the United States. Recommendations were formulated to aid admissions officers in the public supported four-year institutions of higher education.

26. Kells, H.R. A Proposed Organization for an Office of Institutional Research, State University of New York at Binghamton, Binghamton, N.Y., 1966, 4 p.

    The internal organization of an office of institutional research at a medium size university is discussed, and a scheme for the interaction of systems analysis and functional foci of the office is proposed.

27. Stordahl, Kalmer E., and Charles N. Pappas. Contribution of Northern Michigan University to the Economy of the Marquette Area, Office of Institutional Research, Northern Michigan University, Marquette, Mich., 1966, 11 p., (limited quantity)

    A mailed questionnaire survey was made of students and employees of the University. Respondents were asked to estimate expenditures within specific categories for durable goods, non-durable goods, investments, etc., within the University community. Projections were made to estimate direct dollar contribution of the University to the community.

28. Wilson, O.J. Status of Institutional Research in Certain Institutions of Higher Learning, Office of Institutional Research, Western Kentucky University, Bowling Green, Ky., 1966, 7 p., 50¢

    The purpose of this study was to determine the nature, administration, budget, personnel, physical facilities, equipment, and projects undertaken in institutional research in seventy-eight colleges and universities.

## CURRICULUM AND INSTRUCTION

29. Buswell, Guy T., T.R. McConnell, Ann M. Heiss, and Dorothy M. Knoell. Training for Educational Research, Center for Research and Development in Higher Education, 1947 Center Street, Berkeley, Calif., 1966, 150 p., $1.50

    Considers factors associated with research productivity: training institutions, graduate programs, intellectual climate, faculty and student characteristics, available professional positions, and character of research organizations. Findings: students are most likely to be productive researchers if they are under thirty, have little preprofessional experience, participated in research as graduate students, and are in continuous full-time residence during research training.

30. Clements, William H. Faculty Loads at WSU-Stevens Point: A Comparison of Loads During Semester 1, 1965-66, and Semester 1, 1966-67, Office of Institutional Research, Wisconsin State University, Stevens Point, Wis., 1966, 20 p.

    Class loads of particular instructors and departments during the two semesters are compared. Comparisons are made for freshman-sophomore classes and junior-senior classes. Credit hour loads and average class size are used as bases of comparison. Total student enrollment by department is shown in order to indicate trends. Major finding: faculty loads are somewhat lighter in 1966-67.

31. Crosby, Andrew. A Survey of the Number of Doctoral Programs Offered by SREB and "Big Ten" Institutions, Office of Institutional Research, Administration Building, The University of Tennessee, Knoxville, Tenn., 1966, 6 p.,(limited quantity)

    Compares selected institutions according to the number of doctoral programs offered. To obtain comparable data, uniform sources were used. A further survey was made after direct contact with certain universities revealed program changes not evident in the published data. The number of programs were re-incorporated into a supplementary follow-up survey.

32. Crosby, Andrew, and John Lucas. Survey of Student Attitude Toward TV Instruction, Office of Institutional Research, Administration Building, The University of Tennessee, Knoxville, Tenn., 1966, 6 p., (limited quantity)

    This survey, undertaken at the end of the Fall Quarter, 1965, used a questionnaire circulated to the students of seven TV courses. TV instruction was regarded favorably more often than not by students who had some experience with it. (Favorable 48 per cent; neutral 22 per cent; unfavorable 30 per cent). There were wide variations, according to the courses, with regard to student ratings.

33. Hartnett, Rodney T., and Clifford T. Stewart. Final Examination Grades of Independent Study Students Compared with Those of Students Taught by Traditional Methods, Office of Institutional Research, Claremont Graduate School and University Center, Claremont, Calif., 1966, 2 p.

    Students taking college courses in the traditional fashion were paired with students of equal ability who took the same courses on an independent study program. Comparison of their performance on a common, objective, final examination was made in six courses having at least 15 pairs of matched-ability students. The findings revealed significant differences favoring the independent study group in two of the six courses.

34. Ikenberry, Stanley O., Juanita Field, and Eddie C. Kennedy. Relationship of Academic Achievement to Reduced Academic Load and a Course in Reading Improvement for Marginal College Freshmen, College of Human Resources and Education, West Virginia University, Morgantown, West Va., 1967, 150 p.

    West Virginia University freshmen entering in 1964 with a predicted grade point average below 2.0 were assigned on a random basis to one of four groups: Group I received a reduced academic load and a special class in reading improvement and study habits; Group II received a reduced load but no special class; Group III received a special class in reading improvement and study skills but no reduced load; Group IV received neither treatment. Findings suggest a modest improvement as a result of the special class but suggest an interesting negative effect as a result of the reduced load. A "standardized achievement average" used as one criterion may be of methodological interest.

35. Jolly, Joan, and Charles F. Madden. Amplified Telephone as a Teaching Medium, Office of Educational Development, Box 2687, Stephens College, Columbia, Mo., 1965, 70 p., $1.00

    Stephens College has pioneered since 1958 in adapting amplified telephone techniques: first, to bring specialists and national authorities into the classroom via the telephone and later, to teach courses for a group of cooperating colleges. Experimentation was subsidized by the Fund for the Advancement of Education. Latest projects are self-supporting.

36. Kells, H.R., and Clifford T. Stewart. The Intercollegiate Program of Graduate Studies - A Summary of Experiences and Evaluation of the Program (1953-1966), Office of Institutional Research, The Claremont Colleges, Harpur East, Claremont, Calif., 1966, 64 p., $2.50

    A thirteen-year experiment in intercollegiate, interdisciplinary doctoral study conducted by seven Southern California institutions (Claremont Graduate School, Pomona College, Scripps College, Claremont Men's College, Occidental College, Whittier College, University of Redlands) is described and the results of an extensive program evaluation presented.

37. Leyden,Ralph C. The Basic Courses at Stephens, Office of Educational Development, Box 2687, Stephens College, Columbia, Mo., 1966, 117 p., $1.00

    Five basic courses plus first year English are provided. These include General Humanities, Contemporary Social Issues, Basic Beliefs in Human Experience, Foundations of Natural Science and The Contemporary American Woman. The last two represent innovations in college programs.

38. Leyden, Ralph C. Ten Years of Closed Circuit TV at Stephens College 1955-1965, Office of Educational Development, Box 2687, Stephens College, Columbia, Mo., 1966, 115 p., $1.00

    This report presents the evolution of a required course taught by a combination of television and faculty-led discussions. Experimentation with other instructional material is included in the report.

39. Noe, Kaye Sizer, and Harry A. Koss. Effects of a Course in Personal Adjustment Upon Student Attitudes Toward Four Key Concepts, Office of Research, Edison Junior College, Fort Myers, Fla., 1966, 12 p., $1.00

    Sixty-four junior college students were exposed to a sixteen-week course in personal adjustment. Effects were assessed using the semantic differential on the concepts "Education," "My Parents," "Sexual Relations," and "Myself." Students evaluated "Sexual Relations" and "Myself" more highly at the end of the course; a similar change was not found in the control group. Results also suggested that growing independence in the experimental group took the form of a higher rating of self on the activity factor with a lower rating of parents on the same factor. In the control group parents were rated lower on evaluative and potency factors with no related change in self-concept.

40. Sieber, Sam D., and Paul F. Lazarsfeld. The Organization of Educational Research in the U.S. (USOE, CRP 1974), Bureau of Applied Social Research, 605 West 115th Street, New York, N.Y., 1966, 540 p., $5.00 (send with order - study is also available at Cooperative Research Program libraries)

    Focuses on the social organization of research in graduate schools of education. Value climates, administrative provisions for research, relations between research and service, the organization of research bureaus and leadership styles of directors, relationships with the arts and sciences, institutional factors associated with the production of research, and the derivation of recommendations for action from social research are some of the major topics. The data were collected by surveys of deans, research coordinators, bureau directors, and authors of research articles; field interviews and observations of research bureaus; content analysis of school of education catalogues, research articles, and research proposals submitted to the USOE; and historical case studies. A final chapter contains recommendations for the improvement of the organization of research.

41. Statistical Summary of Collegiate Instruction, Office of Institutional Research, Northern Michigan University, Marquette, Mich., 30 p., (limited quantity)

    Summary of selected aspects of instruction issued each semester. Includes data on scope and volume of instruction in terms of courses, credit hours, and clock hours. Productivity is described in terms of courses, credit hours, and clock hours per full-time-equivalent instructor.

42. Stewart, Clifford T., and Leslie F. Malpass. Estimates of Achievement and Ratings of Instructors, Office of Institutional Research, Claremont Graduate School and University Center, Claremont, Calif., 1966, 4 p.

    Relationships between grade-estimates and class-standing of college students and their ratings of selected instructor-characteristics were determined by chi square analyses of a standard questionnaire completed by 1,975 students enrolled in a state university. Students expecting high grades rated their instructors significantly higher than did those expecting low grades. Freshmen viewed grading policies more favorably than did upper-class students. Data indicate that instructors might seriously consider reducing the complexity of their classroom presentations for freshmen and, conversely, increasing the sophistication of their pedagogical skills for seniors.

43. Stock, G.C. Changes in Attitudes Towards Educational Television Through Experience, Office of Institutional Research, State University College of New York, Plattsburgh, N.Y., 1967, 17 p.

    A measurement of changes in attitudes towards educational television by use of a questionnaire after two months experience with on-campus educational television. The attitudes of students enrolled in ETV courses were compared with those of students not enrolled.

44. Wilson, O.J. The Laboratory School in the United States, Office of Institutional Research, Western Kentucky University, Bowling Green, Ky., 1966, 6 p., 25¢

    The purpose of the study was to determine current trends in laboratory school operations in the United States and to evaluate and analyze the operations of Western's University High and Training School in terms of the prevailing trends.

## SPACE UTILIZATION AND SCHEDULING

45. Colvert, C.C., and Nicholas C. Kohn. Survey Method for Higher Education Facilities in Texas Colleges and Universities, Office of Educational Facilities Research, 204 Sutton Hall, University of Texas, Austin, Tex., 1967, 138 p., $1.50

    Presents the system of reporting and updating information regarding the utilization of educational rooms and buildings now being employed throughout the State of Texas. Reflects two years of research in the field of more than 102 senior and junior college institutions in the Texas College and University System. Part II of this report, Educational Techniques of Facilities Related Information,will be ready for publication in July, 1967.

46. Hoffman, Bernard B. The Influence of a Priority System of Registration on the Selection of Alternative Courses and Schedule Changing, Office of Institutional Research, Syracuse University, Syracuse, N.Y., 1966, 10 p., 50¢

    This brief study was initiated in an effort to clarify the problem of alternative course selection and its major role in the add and drop behavior of college students following registration.

47. Hoffman, Bernard B. Registration Roulette: A National Study of Schedule Changing, Office of Institutional Research, Syracuse University, Syracuse, N.Y., 1966, 34 p., $1.50

    The purpose of this report is to give the reader some new insights, some national averages, and some techniques for the identification and reduction of his schedule changing problems.

48. Holz, Robert E. GASP (Generalized Academic Simulation Program), IBM SHARE Library (Listed in the SHARE directory as MI-GASP, Distribution No. 3455), 300 p., (tape must be supplied, if requested)

    GASP is a self-contained system for educational scheduling (timetable construction, resource allocation, sectioning, examination scheduling, simulation, and planning). It is designed with modern institutions in mind, is able to cope with modular scheduling, team teaching, ability tracking, individual studies, etc. In contrast to many data processing algorithms, GASP is basically heuristic, and hence seeks a "satisfactory" solution rather than an optimal one in order to render its usage economically (and operationally) feasible. Savings in administrative time and effort have been reported as high as 75 per cent.

49. Johnson, S.W., et al. A Study of Various Academic Calendars, Office of Institutional Research, State University College of New York, Plattsburgh, N.Y., 1967.

An examination of procedures and suggestions for studying possible changes in academic calendars; a listing of major assets and deficits of semester, quarter, trimester,and double summer session.

50. Keene, T.W. Utilization of Instructional Space in the University of South Florida, Division of Planning and Analysis, University of South Florida, Tampa, Fla., 1966, 115 p.

Reports utilization by room type, days of the week, hours of the day, building, and size of room for total institution and by college, by class level. Compares morning, afternoon, and evening utilization for each college by class level. Reports average student station periods required per full-time-equivalent student by college.

51. Kells, H.R., and G. Bruce Dearing. Trimester: A Summary of Experiences and Some General Reactions, State University of New York at Binghamton, Binghamton, N.Y., 1966, 10 p.

A four year experiment with a type of trimester system at Harpur College is described and the results of an extensive evaluation of the experience involving faculty, student, and administration participation presented.

52. Leyden,Ralph C. Stephens College House Plan, Office of Educational Development, Box 2687, Stephens College, Columbia, Mo., 1966, 111 p., $1.00

This report presents the description of pioneering experimentation, begun in 1960, using the residence hall as the center of campus educational experience. Originally supported by the Fund for the Advancement of Education, the project is now an incorporated part of the Stephens program.

53. Morishima, James K., Roger J. Bell, and Thomas F. Hodgson. Effects of Resident Hall Groupings based on Academic Majors, Office of Institutional Educational Research, University of Washington, Seattle, Wash., 1964, 23 p.

This study is a continuation of the one reported by the senior author in the Proceedings of the Sixth Annual Forum for the Association of Institutional Research (pp.163-170). It is designed to test the hypothesis that students with common academic majors living in physical propinquity will exhibit superior academic performance, form a more congenial group, andbe better satisfied with living arrangements than students who are surrounded by a group of peers heterogeneous with respect to academic major.

54. Ridge, John William. Analysis of Instructional Space Utilization, Northern Michigan University, Fall Semester 1965-1966, Office of Institutional Research, Northern Michigan University, Marquette, Mich., 1966, 31 p. (limited quantity)

    Utilization of instructional space at Northern Michigan University was studied for the Fall semester, 1965-66. Extent of utilization by time of day, day of week, and size of room was ascertained. Indices of utilization included periods scheduled and student contact hours.

55. Smith, Seymour A., Harold B. Gores, Ralph C. Leyden, and Alvin C. Eurich. The James Madison Wood Quadrangle, Stephens College, Columbia, Missouri, Office of Educational Development, Box 2687, Stephens College, Columbia, Mo., 1964, 38 p.

    Presents a description of the Stephens College learning center, one of the pioneering examples of the planning and execution of contemporary educational facilities based upon maximum adaptability and utilization of space and incorporation of a communications systems design for optimum use of the newer instructional resources. Also incorporated in the center is a learning resources type of library.

56. State-Wide Space Survey, Illinois Board of Higher Education, 104 St. George Building, 300 E. Monroe Street, Springfield, Ill., 1966, 161 p. (limited quantity)

    The study utilized a research instrument supplemented by workshops and personal contacts to obtain relevant data from 85 institutions of higher education in Illinois. The published survey report contains data for individual institutions and for five segments of higher education (public universities, public junior colleges, nonpublic universities, nonpublic colleges, and nonpublic junior colleges).

57. Steele, Matt W. New Rooms Without New Buildings, Office of Institutional Research, University of Miami, Coral Gables, Fla., 1967, 5 p.

    Reports one possible method for increasing space utilization by fitting the room size distribution to the distribution of sizes of classes. In the example used it was found that one half of the present total square feet used for classrooms could be converted to other uses.

58. Stotland, Ezra, Joseph Cohen, James K. Morishima, and Richard L. Morrill. A Survey of Student Housing Needs and Preferences, Office of Institutional Educational Research, University of Washington, Seattle, Wash., 6 p.

    A study designed to determine types of housing preferred by students and their opinions about current housing. The study was begun in October, 1965, and final reports should be ready for distribution by June, 1967.

59. Summary of Space Utilization for Private and Public Institutions of Arkansas, 1966, Arkansas Commission on Coordination of Higher Educational Finance, 401 National Old Line Building, Little Rock, Ark., 1966, 7 p.

    This report includes a summary table for private and public institutions of Arkansas giving utilization factors for Fall, 1966. Other information includes assignable area by campus and building. Definitions for this survey are those utilized in the administration of the Higher Education Facilities Act of 1963.

60. Tetlow, William L.,Jr., R.L. Coutts, and R.P. Jackson. Residential Environment Study of Cornell University, Office of Institutional Studies, Cornell University, Ithaca, N.Y., 1966, 22 p.

    Analysis of undergraduate student attitudes toward present and preferred housing arrangements and the Cornell fraternity system. Sample size: 756 men, 290 women. Students found to prefer off-campus apartments, fraternities, and sororities to university housing. Criticism of the fraternity system found to be primarily from disaffiliated members and members of cooperatives rather than from unaffiliated.

## STUDENT CHARACTERISTICS

61. Alberti, Jean Mae. Freshman Class Status Report 1965-66. Part I: The Composition of the Freshman Class: A Comparison: 1964-65, 1965-66, BOAC Study No. 5, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1966, 20 p., $1.00

    Compares characteristics of two successive freshman classes at the SUNY at Buffalo. Descriptive information includes sex, marital and residential status, years between high school graduation and and college enrollment, high school graduated from, and permanent residence.

62. Alberti, Jean Mae. Freshman Class Status Report: 1965-66. Part II: Biographical Data: A Comparison: 1964-65, 1965-66, BOAC Study No. 7, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1966, 13 p., $1.00

    Compares characteristics of two successive freshman classes at the SUNY at Buffalo, including personal characteristics (age, marital status, place of birth, citizenship); family background (place of birth, education, income, siblings); high school achievements (average, activities, honors); and employment plans after graduation.

63. Alberti, Jean Mae. Freshman Class Status Report: 1965-66. Part III: Choice of Major: A Comparison: 1964-65, 1965-66, BOAC Study No. 8, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1966, 30 p.,$1.00

    Compares descriptive information about the major area of study selected by two successive freshman classes at the SUNY at Buffalo. Choice of major area is related to sex, county, and high school.

64. Astin, Alexander W. Trends in the Characteristics of Entering College Students, 1961-65, Office of Research, American Council on Education, 1785 Massachusetts Avenue, Wash., D.C., 1966, 9 p.

    Presents some recent empirical findings about trends in the characteristics of entering college students between 1961 and 1965. Analyses were performed to determine if differential changes in student inputs could be predicted from institutional characteristics such as size, selectivity, type of control, and geographic region.

65. Astin, Alexander W., Robert J. Panos, and John A. Creager. National Norms for Entering College Freshmen, Fall 1966, Publications Division, American Council on Education, 1785 Massachusetts Avenue, Wash., D.C., 1967, 52 p., $2.00

    The national norms presented in this report were compiled in connection with a program of longitudinal research recently undertaken by the Office of Research of the American Council on Education. The purpose of this report is to present national normative data on the characteristics of students entering different types of institutions. These data will serve as a base for evaluating changes that occur in student behavior during the college years.

66. Clements, William H. High School Backgrounds of WSU Students, Stevens Point, Office of Institutional Research, Wisconsin State University, Stevens Point, Wis., 1966, 4 p.

    A listing is made of the number and per cent of recent WSU students who have taken various course work in high school. The research covers an 8.3 per cent sample of all WSU-Stevens Point students who have taken work at the University in the past six years.

67. Clements, William H. Student Characteristics, Wisconsin State University-Stevens Point, Office of Institutional Research, Wisconsin State University, Stevens Point, Wis., 1966, 44 p.

    Analyzed student characteristics include sex, geographic origin, socioeconomic level, size and type of high school background, achievements, purposes, opinions, interests, time utilization, and parental backgrounds. Some comparisons are made with student backgrounds a decade ago.

68. Elton, Charles F. Personality Characteristics of Students Who Graduate in Eight Semesters, Office of the Executive Vice President, University of Kentucky, Lexington, Ky.

    The 16 scales on the Omnibus Personality Inventory were factor analyzed by the Lawley maximum likelihood method. An analysis was made of the personality structure of three groups of students who entered the University of Kentucky in 1962: those who graduated in eight semesters, those still enrolled the ninth semester, and those neither enrolled nor graduated. Significant sex differences were found between the graduated and still-enrolled groups.

69. Etters, E. Martin. Profile of Parsons Graduates February 1965 - February 1966, Office of Institutional Research, Parsons College, Fairfield, Iowa, 1967, 16 p.

    Tabled available data on academic variables of graduates for this period with evaluative comments.

70. Etters, E. Martin. Parsons Profile Fall 1964 - Fall 1965 with Bivariate Tables Addendum, Office of Institutional Research, Parsons College, Fairfield, Iowa, 1967, 95 p.

    Tabled data of available student body characteristics including SAT scores, major, course load, GPA, teacher preparation, and others. The first phase in developing computer system output for annual "fact book". Evaluative comments.

71. Fleisch, Sylvia. The Boston University Class of 1970: Characteristics as Revealed by the College Student Questionnaire, Part I, Computing Center, Boston University, Boston, Mass., 1967, 50 p.

The Boston University Class of 1970 has been selected for study in estimating student dropout rates. The College Student Questionnaire, Part I, was administered to all freshmen entering Boston University in Sept., 1966, to gather a variety of background and attitudinal information about the study group. It was also administered to provide the administration with a profile of the student body information deemed to be of value in long-term planning.

72. Klavon, Dolores. Profile of the Scholastic Caliber of Entering Freshmen at John Carroll University for the Years 1961, 1962, 1963, and 1964, Office of Academic Vice President, John Carroll University, University Heights, Cleveland, O., 14 p.,50¢ (limited quantity)

A study inaugurated at John Carroll University to establish a profile of the scholastic ability of the incoming freshmen based on CEEB scores and percentiles as an aid to academic advisement and counseling.

73. Medsker, Leland L., and James W. Trent. The Influence of Different Types of Public Higher Education Institutions on College Attendance from Varying Socioeconomic and Ability Levels, Center for Research and Development in Higher Education, 1947 Center Street, Berkeley, Calif., 1965, 110 p., $2.00

Four-year study of 10,000 high school students focusing upon student characteristics as related to college attendance and persistence. Importance of family socioeconomic status and type of college in home community demonstrated.

74. Melnotte, Judith. Freshman Class Biographical Inventory: 1965-66 Freshmen, BOAC Study No. 6, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1966, 19 p., $1.00

Presents data about incoming freshmen, SUNY at Buffalo, based on a self-report inventory. Topics include college selection, attitudes toward studying and homework, expected difficulties, curricular preferences in high school, academic expectations, opinions about examinations, degree aspirations, and personal interests.

75. Melnotte, Judith. Freshman Class Biographical Inventory: 1966-67. A Comparison: 1965-66, 1966-67, BOAC Study No. 11, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1967, $1.00

    Presents comparative data about two succeeding incoming freshman classes, SUNY at Buffalo, based on a self report inventory. Topics include college selection, attitudes toward studying, expected difficulties, curricular and homework preferences in high school, academic expectations, opinions about examinations, degree aspirations, and personal interests.

76. Panos, Robert J. Some Characteristics of Junior College Students, Office of Research, American Council on Education, 1785 Massachusetts Avenue, Wash., D.C., 1966, 18 p.

    This report presents some background characteristics and educational aspirations of junior college freshmen. The data document the relative gap that exists between two-year and four-year institutions with regard to a variety of student input characteristics and academic achievements. The data also document the diversity among junior colleges with regard to student background characteristics. Some unique functions performed by American junior colleges and the students they serve are also suggested by the data.

77. Panos, Robert J., and Alexander W. Astin. "A Profile of Entering 1965 College Freshmen: Some Behavioral and Biographical Characteristics of the Class of 1969," College and University (Winter, 1967), 160-174.

    The paper presents descriptive data collected in the Fall of 1965 from 42,061 entering college freshmen at a national sample of 61 accredited higher educational institutions, including junior colleges, senior colleges, and universities. These data were collected by ACE as part of a pilot study designed to evaluate the feasibility of establishing and maintaining a national research data bank for higher education. The report is intended to provide persons concerned about higher education with objective information about the class of 1969. The data are presented only in terms of percentages; tests of statistical significance are not included.

78. Wear, Maurice D. A Study of the Undergraduate Non-Resident Students at the University of Wyoming during the Spring Semester 1964-65, Coe Library, University of Wyoming, Laramie, Wyo., 1966, 173 p., (available on loan only)

    Presents a profile of non-resident students at the University of Wyoming for Spring Semester, 1965. Compares scholastic potential and academic success of these students with resident students to appraise admission policies for non-resident students.

79. Wilson, Kenneth M. Review of CRC Studies: II--Studies of Student Characteristics (General), College Research Center, Vassar College, Poughkeepsie, N.Y., 1966, 35 p.

This research memorandum reports on procedures adopted experimentally by Center colleges in September, 1964 for the collection of a wide range of educationally relevant information about entering students. Certain considerations involved in establishing the educational relevance of student-characteristics data are discussed. Use of the College Student Questionnaires, Part I (and of survey procedures generally) makes possible the systematic collection of a wide range of information about students. Institutional comparisons and their potential for improving understanding of the educational process are considered briefly.

80. Zobrist, Karen Gochenour. Freshman Class Status Report: 1966-67. Part II. Biographical Data: A Comparison: 1964-65, 1965-66, 1966-67, BOAC Study No. 10, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1967, 41 p., $1.00

Compares the characteristics of three successive freshman classes at the SUNY at Buffalo, including personal characteristics (age, marital status, date of birth, citizenship); family background (place of birth, education, occupation, income, siblings); high school achievements (average, activities, honors); and employment plans after graduation.

## RECRUITMENT AND ADMISSIONS

81. Fincher, Cameron. Probabilistic Versus Deterministic Models in College Admissions, Institute of Higher Education, University of Georgia, Athens, Ga., 1965, 20 p., 50¢

Discusses two theoretical approaches to the study of college admissions. Traditional approach has been deterministic in that efforts have been directed to the study of student characteristics as determinants of academic success. A probabilistic approach is recommended in which more attention would be given to the decision-making processes of admission officers and the contingency factors of higher education.

82. Hoffman, Bernard B. A Question of Potential and Motivation: A Study of Submerged Talent and the Problems of Recognition and Development in Higher Education, Office of Institutional Research, Syracuse University, Syracuse, N.Y., 1967, 170 p., $5.95

This book challenges the system of college selection in America and suggests that we are identifying and developing only a small proportion of our truly talented students. The author develops the national picture both in terms of its current problems and its probable mainstream trends.

83. Montgomery, James. Time Interval Requested (Required) for Submission of Enrollment Application, Office of Institutional Research, The University of Tennessee, Knoxville, Tenn., 1965, 5 p., (limited quantity)

This survey seeks to find the time interval prior to registration which selected universities require for the submission of application forms. The results indicate that early submission of application forms is frequently required by both graduate and undergraduate schools. Further information indicates that last minute applicants do not seem overly motivated and appear "poor" academic risks.

84. Student Admissions, Virginia State-Controlled Institutions of Higher Education, Fall 1966, Part I, State Council of Higher Education for Virginia, 10th Floor, Life of Virginia Building, 914 Capitol Street, Richmond, Va., 1966, 129 p.

A study reporting applicant qualifications and institutional admissions decisions for the 30,996 students who submitted 37,031 applications for Fall, 1966 admission to the 13 four-year and 12 two-year state-controlled institutions of higher education in Virginia. Basic applicant data included sex, residence, high school rank, and SAT scores. Also examined were the number and types of multiple applications and multiple acceptances among the state-controlled institutions. A report on the freshman year performance of 1966 enrollees in state-controlled institutions will be forthcoming in the fall of 1967 as Part II of the study.

85. Sullivan, John J. The College Night Program in Georgia High Schools, Institute of Higher Education, University of Georgia, Athens, Ga., 1966, 20 p., 50¢

Reports the opinions and observations of 512 high school students, 156 high school counselors, and 31 college presidents who had taken part in a college night program for Georgia high school students. The author makes several suggestions for improving communication between high schools and colleges.

86. Wilson, Kenneth M. Increased Selectivity and Institutional Grading Standards, College Research Center, Executive Offices at Vassar College,Poughkeepsie, N.Y., 1966, 12 p.

This memorandum is concerned primarily with the implications of increased institutional selectivity in admission for the problem of defining and evaluating the appropriateness of "grading standards." It is based on an analysis of student input and first-year grades during a recent six-year period at five member colleges of the College Research Center. At the institutions studied, quality of student input (as reflected in standard admissions variables--aptitude,achievement, school rank) increased during the period but average grades during the freshman year did not increase. A hardening of grading standards was inferred from the findings.

87. Wilson, Kenneth M. Review of Center Studies: III--Validity of a Measure of Academic Motivation, College Research Center, Executive Offices at Vassar College,Poughkeepsie, N.Y., 1966, 27 p.

The purpose of this memorandum is to report the results of one series of studies designed to ascertain the potential value of scores derived from an experimental, self-report inventory designed explicitly to constitute an operational measure of "academic motivation." Studies were initiated in Fall, 1963 with the administration of a 208 item inventory to freshmen in five member colleges of the Center. Cross-validation of predictions of freshman average grades based on a standard admissions battery and of predictions based on the standard battery plus scores from the inventory revealed that the inventory added significantly to the predictive power of standard academic predictions.

## PREDICTION AND ACADEMIC PERFORMANCE

88. Alberti, Jean Mae. Freshman Class Status Report: 1965-66. Part IV: High School Academic Achievement: A Comparison: 1964-65, 1965-66, BOAC Study No. 9, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1966, 37 p., $1.00

Compares descriptive information about the high school academic achievement of two successive freshman classes at the SUNY at Buffalo, related to county, high school, and major.

89. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1966, 22 p.

    A supplementary comparative analysis of eight previously reported studies covering the areas of chemistry and chemical engineering, English, history, mathematics, music, physics, psychology, and social work.

90. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College for Majors in the Department of Chemistry and Chemical Engineering, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 21 p.

    The addition of the GRE Aptitude Test, especially GRE-Q, significantly increased the predictive validity of predictor variables available prior to admission to graduate work. The GRE did not add to the degree of validity achieved by variables available by the end of one semester.

91. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College for Majors in the Department of English Language and Literature, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 21 p.

    The addition of the GRE Aptitude Test, especially GRE-V, significantly increased the predictive validity of predictor variables available prior to admission to graduate work. The GRE did not add to the degree of validity achieved by variables available by the end of one semester.

92. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College for Majors in the Department of History, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 20 p.

    The addition of the GRE Aptitude Test did not significantly increase the predictive validity of predictor variables available either prior to admission or by the end of the one semester of graduate work.

93. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College for Majors in the Department of Mathematics, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 20 p.

    When student ratings were the criterion of success, the GRE Aptitude Test significantly increased the predictive validity of predictor variables available either prior to admission or by the end of one semester of graduate work.

94. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate College for Majors in the School of Music, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 20 p.

    The addition of the GRE Aptitude Test significantly increased the predictive validity of predictors available either prior to admission or by the end of one semester of graduate work.

95. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College for Majors in the Department of Physics, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 20 p.

    The addition of the GRE Aptitude Test did not significantly increase the predictive validity of predictors available either prior to admission or by the end of one semester of graduate work.

96. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College for Majors in the Department of Psychology, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 20 p.

    The addition of the GRE Aptitude Test significantly increased the predictive validity of predictors available prior to admission to graduate work, where first-year GPA was the criterion. The GRE did not add to the degree of validity achieved by variables available by the end of one semester.

97. Duff, Franklin L., and Lewis E. Aukes. The Relationship of the Graduate Record Examination to Success in the Graduate College for Majors in the School of Social Work, Bureau of Institutional Research, University of Illinois, Urbana, Ill., 1965, 20 p.

    When student ratings were the criterion of success, the addition of the GRE Aptitude Test significantly increased the degree of predictive validity of predictors available either prior to admission or by the end of one semester of graduate work.

98. Gelso, Charles J., and Joseph A. Klock. The "Academic" vs. the "Total" High School Average: A Re-Examination, Testing and Counseling Service, South Georgia College, Douglas, Ga., 1966, 6 p.

    Investigates the utilization of "academic" versus "total" high school averages (HSA) as a criterion of college admission. Mean total HSA were found to be significantly higher than mean academic HSA. The necessity of re-setting the HSA cutoff point in the event of serious differences between the two indices is discussed -- especially in those institutions undergoing change or in colleges with lower admission standards.

99. Gelso, Charles J., and Ray Wilson. The Prediction of Grades in College Algebra, Testing and Counseling Service, South Georgia College, Douglas, Ga., 1967, 8 p.

    An attempt to predict grades in college algebra is reported. The mathematical portion of the SAT and the mathematical subtest of the Sequential Tests of Educational Progress were found to be useful predictors of success in algebra in the case of boys but not in the case of girls.

100. Harris, John. Reliability of the Variation in Value of HSR Among High Schools, Office of the Chancellor, University of North Carolina at Greensboro, Greensboro, N.C., 1966, 7 p.

    If the discrepancies between standardized freshman GPA and standardized rank in high school graduating class (HSR) are not reliable from year to year, the weighting of the HSR on the basis of past experience in order to improve the prediction of GPA is questionable. This study found small but positive correlations among such discrepancies for three consecutive years.

101. Harris, John, and John Reitzel. Prediction of Negro Freshman Performance in a Predominatly Non-Negro University, Office of the Chancellor, University of North Carolina at Greensboro, Greensboro, N.C., 1966, 7 p.

    Whether the high school rank (HSR) of Negro freshmen would predict a lower freshman GPA than the same HSR of freshmen in general was investigated, as well as the possible compensatory power of standardized aptitude tests. Though Negro HSR did predict a lower GPA than the same HSR for freshmen in general, the standardized tests did compensate substantially for the inequity.

102. Lins, L. Joseph, Allan P. Abell, and H. Clifton Hutchins. "Relative Usefulness in Predicting Academic Success of the ACT, the SAT, and Some Other Variables," Journal of Experimental Education, 1966, Vol. 35, No. 2, 1-29.

    This report deals with the association between freshmen grades and the American College Test, the Scholastic Aptitude Test, the College Qualification Test, and variables from high school records.

103. Stordahl, Kalmer E. Prediction of Success in Graduate Studies, Office of Institutional Research, Northern Michigan University, Marquette, Mich., 1966, 10 p., (limited quantity)

Predictive validity of the Miller Analogies Test and undergraduate grade point average in a master's degree program was studied. The criterion consisted of graduate grade point average. Analysis included multiple regression and correlation. Best single predictor of the criterion was undergraduate GPA; the MAT added slightly but significantly to the multiple R of .45.

104. Wilson, O.J. Impact of Pledging in Pan-Hellenic Organizations Upon Student Academic Achievement, Office of Institutional Research, Western Kentucky University, Bowling Green, Ky., 1966, 22 p., $1.00

The purpose of this study was to determine the probable impact which pledge procedures in Pan-Hellenic organizations has upon student academic achievement. The study involved a comparison of grade point averages for the semester in which students pledged and for the semester following pledging.

105. Yuker, Harold E. Study of 1964 Freshman Class (#54), Office of Instructional Research, Hofstra University, Hempstead, N.Y., 1966, 5 p.

The major finding was that high school decile has definite value as a predictor of college grades at end of freshman year at Main College, Hofstra University. Only SAT verbal scores above 600 have value as a predictor. High school decile is as effective a predictor when taken alone as it is when taken in conjunction with SAT verbal scores.

## PERCEPTION OF COLLEGE ENVIRONMENT

106. Etters, E. Martin. The Institutional Climate at Parsons College, Office of Institutional Research, Parsons College, Fairfield, Iowa, 1967, 26 p.

Results of the administration of CUES. Scale and item scores are reported, comparisons of real-ideal responses and real-norm mean percentiles, summary of strengths and weaknesses, and administrative grouping of items. Evaluative comments and recommendations.

107. Melnotte, Judith. Student Perceptions of the SUNYAB Environment, University Research, State University of New York at Buffalo, Buffalo, N.Y., 1966, 34 p., $1.00

A study of the perceptions of the university environment of a sample of juniors, based on responses to Pace's College and University Environment Scales. Responses of four sub-samples, male residents, male commuters, female residents, and female commuters, were compared. There were no perception differences among the four groups on the Awareness or Propriety scales. There were male-female differences on the Practicality and Community scales, and resident-commuter and specific group differences on the Scholarship scale.

108. Yuker, Harold E. An Analysis of Former New College Students' Reactions to College Experiences, Office of Instructional Research, Hofstra University, Hempstead, N.Y., 1966, 30 p.

An analysis of responses to a questionnaire administered to students at New College, Hofstra University (a small experimental college on campus) indicated that respondents were generally pleased with their college experiences. The major area of satisfaction was the New College faculty and the faculty-student interaction. The major area of dissatisfaction was the lack of social and extra-curricular activities.

## RETENTION, ATTRITION, AND TRANSFER

109. Good, Carter V., and Kenneth B. Settle. Academic Status (Probation, Suspension, Dismissal) of Students, University of Cincinnati, Spring Quarter, 1966, Office of Institutional Research, University of Cincinnati, Cincinnati, Ohio, 1966, 12 p.

Variation in admission requirements from college to college at Cincinnati has some bearing on academic standing. Regulations regarding academic standing vary both quantitatively and qualitatively from one collegiate unit to another at Cincinnati. Academic disciplinary action affected 14 per cent of the undergraduate students, 21 per cent of the freshman class, and only 3 per cent of the seniors. Problems for future study at Cincinnati include: variations in admission requirements, student satisfactions in relation to their educational experiences, and faculty attitudes, values, and interests in relation to the characteristics, aspirations, and needs of students.

110. Good, Carter V., and Kenneth B. Settle. Academic Status of Transfer Students at the University of Cincinnati, 1965-66, Office of Institutional Research, University of Cincinnati, Cincinnati, Ohio, 1966, 8 p.

The transfer function is of critical importance at Cincinnati in relation to its two-year programs and the rapid development of a two-year collegiate system elsewhere. Transfer students from four-year collegiate units achieved higher academic standing than students transferring from two-year programs. Guide lines are suggested for transfer and articulation between junior and senior colleges.

111. Hecker, Donald L., and Lenotte Lawrence. Transitional Patterns of Students Transferring into Non-degree Technical, Associate Degree, and Baccalaureate Degree Level Programs, Counseling Center, Ferris State College, Big Rapids, Mich., 1967, 50 p.

A study of approximately 500 students who transferred into non-degree, associate degree, and baccalaureate level programs in terms of level of program transferred from, previous grades, and success following transfer.

112. Hoffman, Bernard B. Mobility and Transfer Shock as Factors Related to Submerged Talent in College Students, Office of Institutional Research, Syracuse University, Syracuse, N.Y., 1966, 21 p., $1.00

This study presents the effects of a static elementary and secondary school system -- an inflexible age-grade-status advancement, teaching techniques, and curricula. The question this study asks is: Does mobility in the youthful stages of development of some students result in academic defects that hinder the realization and demonstration of the students' potential in college?

113. Langlois, Eleanor. The Length of Time Required to Earn the Ph.D. Degree at Berkeley, Office of Institutional Research, University of California, Berkeley, Calif., 1967, 75 p.

For each field of study which awarded a Ph.D. between 1960 and 1965, the study analyzes length of time required to earn the degree on the basis of semesters completed and calendar years from start to finish. The study also compares semesters spent in course work and research, and relates length of time to degrees earned prior to the Ph.D.

114. Lee, Donald C., and Sidney Suslow. A Differential Study of California Junior College Transfer Students, Office of Institutional Research, University of California, Berkeley, Calif., 1966, 29 p.

Characteristics of a sample of students who transferred to the University of California, Berkeley, from California junior colleges are analyzed for indications of preparation and success in university work. Factors examined include grade-point average, probation, readmission, change of major, progress toward graduation, and level of course work undertaken during the first year.

115. Lewis, Richard S. Migration of College Students: Midwest Region Fall 1963, The Council of State Governments Midwestern Office, 1313 E. 60th Street, Chicago, Ill., 1965, 99 p., $3.00

This study provides detailed information on the movement of college and university students into and out of the Midwest, as well as across state boundaries within it. The information has been broken down so that students attending publicly controlled institutions are differentiated from those attending private ones.

116. Lins, L. Joseph, and Allan P. Abell. Attendance Patterns of Fall 1958 University of Wisconsin Center System New Freshmen Who Transferred to the Madison Campus, Office of Institutional Studies, The University of Wisconsin, Madison, Wis., 1966, 19 p.

This report deals with the ability level, Madison campus transfer, grades, student retention, and rate of graduation of a specific (1958) new freshman class of the University freshman-sophomore Centers.

117. Lins, L. Joseph, and Allan P. Abell. Follow-up of Fall 1958 Madison Campus New Freshmen Who Had Left the Madison Campus and Who Had Not Received a Degree from the Madison Campus Within Twelve Semesters After Entrance, Office of Institutional Studies, The University of Wisconsin, Madison, Wis., 1966, 31 p.

This report gives the findings of a questionnaire survey of Fall, 1958 Madison campus new freshmen who had not earned a degree at Madison within 12 semesters after entrance. It deals with reasons for leaving the Madison campus, continued education, and degrees earned elsewhere.

118. Lins, L. Joseph, and Allan P. Abell. Survey of Fall 1963 Madison Campus New Freshmen Who Left the Madison Campus Prior to the Beginning of the Third Semester After Entrance, Office of Institutional Studies, The University of Wisconsin, Madison, Wis., 1966, 29 p.

This report gives the findings of a questionnaire survey of Fall, 1963 Madison campus new freshmen who were not in continuous attendance for the first three semesters after initial registration. It deals primarily with continued education and reasons for non-continuous attendance.

119. Lucas, John. A Study of Entering Transfer Students (University of Tennessee), 1966, Office of Institutional Research, Administration Building, The University of Tennessee, Knoxville, Tenn., 1966,7 p., (limited quantity)

During the Fall, 1966 Orientation Program at the University of Tennessee, a questionnaire was administered to the transfer students. This report reviews the findings of that questionnaire. The report is divided into the following categories: why transfer students selected U.T., curricular patterns, comparison of transfers with freshman, consideration in choosing U.T., descriptive data, and representativeness of the sample.

120. Report on a Test of Four Assumptions Relating to Probationary Students, Research Office, Edison Junior College, Fort Myers, Fla., 1966, 5 p.

This preliminary study, conducted on a limited sample, examined the following assumptions: (1) that entering transfer students who fail to make a 2.00 grade point average after twelve hours of work are unlikely candidates for graduation; (2) that students who make below a 2.00 grade point average in their first 24 hours are unlikely ever to be removed from probation; (3) that students seldom improve their grade point average more than .5 per session; (4) that students profit from remaining out of school for one session before petitioning for readmission. The data support the first three assumptions. There is a good chance that the fourth assumption is invalid.

121. Suslow, Sidney, Russy D. Sumariwalla, and Eleanor Langlois. Freshmen Attrition and Performance at the University of California, Berkeley, Office of Institutional Research, University of California, Berkeley, Calif., 1967, 50 (est.) p.

This study based on 1955 and 1960 entering freshmen examines, among other factors, student's academic performance, his length and pattern of attendance, and the bearing of his major field of study on his persistence and chances of graduation. The non-graduates were followed up to learn if they continued their education at other institutions since leaving Berkeley.

122. Wilson, Kenneth M. Review of CRC Studies: I-- Studies of Student Retention and Withdrawal, College Research Center, Vassar College, Poughkeepsie, N.Y., 1965, 11 p.

This is the first in a series of reports intended to comprise a general review and analysis of studies undertaken by the College Research Center, a cooperative educational-research agency currently serving ten liberal arts colleges for women. Comparisons of graduates and nongraduates on SAT scores, class rank, and average CEEB achievement test scores for five member colleges of the Center are reported. Implications of the findings are discussed.

123. Wilson, Kenneth M., and Frances E. Dunn. Some Concomitants of Withdrawal from College: Brief Report of a Questionnaire Survey, College Research Center, Vassar College, Poughkeepsie, N.Y., 1967, 40 p.

The primary purpose of this report is to summarize the findings of a questionnaire survey of former students in five of the member colleges of the College Research Center who withdrew from the college of original registration during the period 1958-1963 prior to completing degree requirements. Attention is directed to differences between major subgroups within the "dropout category," namely, dropouts who transfer to other colleges and dropouts who do not do so. Institutional variations in patterns of "reasons for withdrawal" are identified and discussed.

124. Etters, E. Martin. Attrition at Parsons College 1950-1965, Office of Institutional Research, Parsons College, Fairfield, Iowa, 1967, 10 p.

Longitudinal trends in attrition by trimesters completed for total group by year and entry. Also, breakdown by new freshmen and transfers, and summaries of major administrative periods over the past 15 years. Effect of admissions policy and change to trimester system noted.

## MISCELLANEOUS

125. Austin, Jim, and Andrew Crosby. Plans of Graduating University of Tennessee Seniors for Advanced Study, Office of Institutional Research, The University of Tennessee, Knoxville, Tenn., 1966, 3 p., (limited quantity)

Seniors graduating today are entering graduate and professional school in much greater numbers than a few years ago. Whereas six out of ten seniors indicated a desire for graduate or professional school five years ago, this study indicated eight out of ten wish to continue their education today. Also, students are much more likely to pursue graduate study immediately and in a southern institution than was the case a few years ago.

126. Bjork, Clarence M., and Kalmer E. Stordahl. Follow-up Study of Northern Michigan University Master of Arts Graduates, Office of Institutional Research, Northern Michigan University, Marquette, Mich., 1966, 29 p.,(limited quantity)

A mailed questionnaire survey was made of persons who received an M.A. degree from the University between 1960 and 1965. Demographic data, employment history, and reactions to graduate programs were obtained.

127. Drewry, Galen N., and Robert E. Crawford, Jr. Stipends for Graduate Students at the University of Georgia 1966-67, Institute of Higher Education, University of Georgia, Athens, Ga., 1967, 12 p.

Summarizes data on financial aid to graduate students at the University of Georgia. Information is analyzed by department of major, source of funds, and type of assistantship, fellowship or traineeship.

128. Fox, Richard, and Dorothy Greeno. Inventory of Institutional Studies Completed at the University of Colorado (1966 Supplement), Office of Institutional Research, University of Colorado, Boulder, Colo., 1966, 12 p.

Lists by subject all institutional studies completed at the University of Colorado during 1965-66. Two other inventories are available: one for 1964, and another for the years 1959-1963.

129. Gaither, Gerald. A Survey of Residence Determination Rules and Policies, Office of Institutional Research, The University of Tennessee, Knoxville, Tenn., 1966, 6 p., (limited quantity)

This report presents an evaluation of the residence rules and policies of 21 colleges and universities, 16 of these being southern institutions. General requirements, procedures, and practices are noted with a compendium of major policy requirements at each institution showing how these vary with comparable institutions. Provides a compendium of residency policies and makes comparisons with other institutions on basic policy differences and similarities. A summary of policy procedure and regulations is also included in chart form.

130. Hartnett, Rodney T., and Clifford T. Stewart. "Personality Rigidity of Students Showing Consistent Discrepancies Between Instructor Grades and Term-End Examination Grades," Educational and Psychological Measurement, Vol. 25, No.4, 1111-1115.

Investigates certain personality characteristics of students showing consistent discrepancies on different types of grades. Students whose grades on a final common examination were consistently higher than their grades given by instructors were found to display greater academic ability, and to be more flexible and adaptive.

131. Lins, L. Joseph, Allan P. Abell, and David R. Stucki. Cost of Attendance and Income of Madison Campus Students, The University of Wisconsin, 1964-65 Academic Year, Office of Institutional Studies, The University of Wisconsin, Madison, Wis., 1967, 110 p.

This report results from a questionnaire survey of a sample of Madison campus,second semester, 1964-65, continuing students. It deals primarily with costs of attendance, sources and amounts of income, student employment, and student debts.

132. Sullivan, John J., and Ted L. Hammock. Georgia Counselor's Guide to Financial Aid Information, Institute of Higher Education, University of Georgia, Athens, Ga., 1967, 258 p., (available on loan only)

A compilation of federal, state, local, and private financial aid printed in loose leaf form for easy up-dating. This booklet contains information on each of the 77 post-secondary institutions in Georgia and lists the financial aid in terms of scholarships, loans, and work study programs offered by each of the institutions.

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